



Holy Trinity Church of England Primary School Pupil Premium Strategy Statement 2025 - 2026

This statement details Holy Trinity Church of England Primary School's use of pupil premium funding to help improve the attainment of disadvantaged pupils.

Holy Trinity Church of England Primary School Overview

Detail	Data
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	19.11.2025
Date on which it will be reviewed	10.09.2026
Statement authorised by	T Scholes
Pupil Premium Lead	S Sanderson
Governor Lead	T Scholes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90 300
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90 300



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Part A: Pupil premium strategy plan Statement of intent

“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year-olds will have done fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them.” Sir John Dunford – Pupil Premium Tsar

What are the key principles of your strategy plan?

At Holy Trinity Church of England Primary School we want all our pupils to excel in their learning and enjoyment, regardless of any social disadvantage they experience. Our vision to be a welcoming community of faith, where we learn and flourish together with each day opening up horizons of hope, aspiration and joy; is at the heart of how we allocate our pupil premium funding. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but also focusing on teaching quality - investing in learning and development for teachers. This tiered approach to spending is set out in the Education Endowment Foundation’s (EEF) pupil premium guide for information and the Education Endowment Foundation’s Teaching and Learning Toolkit.

These focus on:

- **High quality teaching:** i.e. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils; Professional development to support the implementation of evidence-based approaches
- **Targeted academic support:** i.e. Targeted interventions to support language development, literacy and numeracy; Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND; Teaching assistant deployment and interventions
- **Wider strategies:** i.e.: access to additional services, enrichment opportunities, supporting resilience and noneligible pupils. We know that any success in overcoming barriers to learning, including weak communication skills, lower starting points for personal, social, emotional development (PSED), attendance and learning behaviours requires a thorough approach. This means that all staff are involved in the analysis of data to allow for strengths and weaknesses in our provision and impact to be seen across the school.

At Holy Trinity Church of England Primary School, we adhere to the following principles to ensure we can maximise the impact of our pupil premium funding by

- Securing a Trinity Targeted Approach – a whole school commitment to raising attainment of Pupil Premium Pupils (PP) is through rigorous, robust and incisive appraisal targets.
- Ensuring that all pupils receive high quality first teaching and learning which meets their needs.
- Ensuring that we close the attainment gap between the disadvantaged and non-disadvantaged by making sure needs are appropriately assessed and actioned.



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- Providing PP pupils with enriched experiences to develop social and emotional aspects of learning, to diminish the cultural capital gap that exists between some disadvantaged and non-disadvantaged pupils.
- Providing PP pupils with enriched experiences to develop social and emotional aspects of learning.
- Identifying and addressing the needs of all pupils who received Service Pupil Premium, and their families are supported during their time at the school.
- Recognising that not all pupils who receive free school meals are socially disadvantaged. Equally, we know that not all pupils who are socially disadvantaged qualify for free school meals. As a result, we reserve the right to allocate the pupil premium funding to support pupils or groups of pupils who would benefit from support.

How will we implement our key principles?

To provide consistent high-quality teaching and whole school strategies to maximise the impact of teaching on pupil outcomes.

- To implement a systematic Trinity Targeted Approach to raise attainment and achievement of disadvantaged pupils.
- To develop and launch Trinity Strong Foundation Strategy outlining clear expectations and progression for all learners
- To secure a whole school commitment through rigorous, robust and incisive appraisal targets to raise attainment.
- To maximise the impact of Pupil Premium (PP) funding to accelerate the progress of PP pupils through targeted intervention to effectively diminish the difference in attainment between PP and Non-PP (NPP).
- To provide PP pupils with bespoke programmes of support to develop social and emotional aspects of learning.
- To maximise the impact of PP on outcomes for all Service Pupils
- To establish a core highly qualified team to deliver bespoke targeted SEMH interventions (Experienced SENDCo; Thrive Practitioners)
- To develop all staff with the requisite knowledge and skills to deliver targeted interventions through a calendar of CPD (Reading/Writing).

Following these principles will:

- Effectively close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within our internal school data.
- Raise the % of disadvantaged pupils in school that meet or exceed nationally expected progress rates in order to reach Age Related Expectation at end of each key stage so pupils will leave Holy Trinity Church of England Primary School 'high school ready' and therefore go on to achieve GCSEs.

Our Pupil Premium Strategy plan works towards achieving these principles and objectives. The range of provision agreed by the Local Academy Council, include, but is not limited to the below:



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- Supporting families financially so PP pupils experience for all activities, educational visits and residential.
- Improving the attendance of PP pupils in line with NPP.
- Ensuring pupils have first-hand experiences to use in their learning in the classroom and raise aspirations and support the development of cultural capital including access to specialist events widening pupils' experiences.
- Support the funding of specialist learning hardware and software to support access for pupils and extending licenced access to online resources, i.e. TT Rockstars, Reading Eggs, Reading Plus.
- Providing additional funding for books to enthuse and engage reluctant readers across the school in addition to fully subsidised revision and reinforcement material.

How does your current pupil premium strategy plan work towards achieving those objectives?

When making decisions about using Pupil Premium funding, it is important to consider the unique context of our schools, and the subsequent challenges faced. The majority of our PP funding is Service funding; it is noteworthy that there is a disparity between service funding and deprivation funding. The strategies we adopt are evidence and research based (ref. [Education Endowment Foundation](#); [DfE Service Premium Documentation](#); [Service Children in State Schools](#)).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The number and distribution of PP pupils in our school results in our PP strategy being bespoke to meet the unique needs of individuals and groups of pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of PP pupils with SEN. Autumn 2025 41% of PP on SEN Register have been identified with SEMH needs (SENDCo/ class teachers/ parent input; Thrive Profile) 2024 Autumn Data was 61%
2	Increasing % of PP EAL and new to country Autumn 2025 EAL 21%
2	20% of pupils receive Service Premium; as service pupils they experience mobility that can often lead to attainment deficit due to movement between schools. Pupils can be disadvantaged when moving between schools.
3	Statutory Assessments, observation and SLT monitoring indicate that comprehension, vocabulary, early reading and writing skills of PP pupils in EYFS is below that of their peers EYFS GLD Data 2024 showed a disparity of 25%; EYFS GLD Data 2025 showed a significant diminishing of the difference PP pupils GLD 63% NPP 69%



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	<p>Y1 Phonic Screening Check PP 50% passed this 50% pupils who did not pass, 63% are on the SEN register & 50% are EAL (13% SEN & EAL) having started school after the start of their Reception year.</p> <p>Y2 PSC recheck PP (100% passed)</p>
5	<p>Data from End of Key Stage Statutory Assessments Tests indicate that % PP pupils at Age Related Expectations (ARE) is below that of their peers in reading; writing and maths.</p> <p>KS1 High number of PP pupils on SEN register: 47% of PP are on the SEN Register with a further 21% highlighted for SENCo review and 6 EHCPs in place. This is posing a significant barrier to their attainment.</p> <p>KS1 Assessment PP pupils' attainment well below that of their non-PP peers: reading 44% / 81%, writing 44 / 78% & maths 47 / 78%.</p> <p>KS2 2025 High number of PP pupils on SEN register: PP pupils 61% of these also SEN with high need.</p> <p>KS2 SATS PP Reading 61% vs 91% non PP; writing 52% vs 86% non PP; maths 48% vs 85% non PP</p> <p>Y6 PP pupils with no SEN reading 92%, writing 75% & maths 75%</p>
6	<p>Internal assessments indicate that % PP pupils at Age Related Expectations (ARE) is below that of their peers in reading, writing maths</p>
7	<p>Attendance</p> <p>Infant 2024-25 data: Attendance of PP pupils is in line with that of non-PP pupils PP had 95% average attendance (13% of these had persistent absence) in comparison with non-PP who had 95% average attendance (13% of these had persistent absence)</p> <p>Junior 2024-25 data: Attendance of PP pupils was below that of non- PP PP had 95% average attendance (12% of these had persistent absence) in comparison with non-PP who had 97% average attendance (5% of these had persistent absence)</p> <p>6 PA pupils were on SEN Register with significant factors that impacted attendance.</p> <p>Whilst the school has above national attendance 2024/2025 (Infant 95% national 93% / Junior 97% / national 93%) attendance is still a focus area.</p>
8	<p>A reduction in local services and face-face support for families and outside agencies leaves vulnerable families without advice or support for additional need, especially around SEMH and neurodiversity.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve % of PP pupils achieving GLD.	100% of PP (Non-SEND) pupils achieving GLD is in line with that of their NPP peers.
To improve comprehension, vocabulary, early reading and writing skills in EYFS	To diminish the difference between NPP and their peers to below 10% in comprehension, vocabulary, early reading and writing.
To improve % of PP Pupils who pass the Y1 phonic screening check.	Cohort target 100% of PP Pupils (Non-SEND) in Y1 meet Y1 Phonics Screening threshold.



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	Year 2 2025 Cohort target 100% of PP Pupils (Non-SEND) to meet Phonics Screening threshold.
To provide targeted support in key stage 1 to raise attainment and accelerate progress to diminish the difference between PP and NPP pupils in reading and maths	In reading, writing and maths, the % difference between PP and NPP will diminish from baseline to Summer data each year.
To provide a targeted writing programme of provision to raise attainment and accelerate progress to diminish the difference between PP and NPP pupils at the end of keys stage 2 in writing.	In writing, the % difference between PP and NPP will diminish from baseline to Summer data each year.
To support the development and consolidation of procedural fluency, reasoning and problem solving in maths to effectively diminish the difference between PP and NPP.	In maths, the % difference between PP and NPP will diminish from baseline to Summer data each year.
To improve progress, outcomes and quality of school experience for identified PP SEND pupils through implementation of the SEND strategy.	Assessment and evidence indicate that PP Pupils with additional needs meet individual targets. Governor, external agency, pupil and parent feedback reflects improved outcomes and school experience for PP SEND pupils.
To improve progress, outcomes and quality of school experience EAL pupils through implementation of the Trinity Targeted Approach strategy.	Assessment and evidence indicate that EAL PP Pupils make progress. This needs to be accelerated in reading and writing. Those EAL SEN with additional needs are generally meeting individual targets. For EAL/new to country a more precise understanding and evidence of need is require to support these pupils Governor, external agency, pupil and parent feedback reflects improved outcomes and school experience for EAL pupils.
To Improve the attendance of PP Pupils and decrease % of PP pupils who are Persistently Absent.	Reduce PA to less than 10%
To improve pupils' personal, social and emotional development through enrichment experiences, which will positively impact self-esteem, resilience and confidence, enabling Pupil Premium pupils to successfully access experiences across a full learning curriculum.	All PP pupils will have actively engaged in enrichment experiences offered by the school. All PP pupils in Y6 will have attended residential. Increase % of PP pupils attending after school provision, as well as clubs offered during the school day.



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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16 465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure ongoing formative assessment strategies and tasks used to support identification of gaps and identify next steps. Cost: £0 Internal CPD	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF Teaching & Learning Toolkit	1 4 5 6 7 8
Provide all staff with Metacognition & Self-regulation CPD enabling them to develop a toolkit of strategies to support individuals and groups of learners. Cost: £0 Internal CPD	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Teaching & Learning Toolkit Staff Appraisal SLT monitoring	1 2 3 4 5 6 7 8
Provide all KS1 staff with bespoke phonic and spelling professional development to support 100% of Pupil Premium pupils passing Year 1 phonics test & 100% Year 2 pupils meet required standard by June 2025 Cost: £ 0 Internal CPD for GTAs	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Teaching & Learning Toolkit Staff Appraisal Internal data scrutiny 2023 Little Wandle phonics baseline assessment	1 4 5
Provide all staff with on-going professional development to secure an effective delivery of a collaborative learning initiative to maximise	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. EEF Teaching & Learning Toolkit	1 2 3 4 5



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<p>outcomes for Pupil Premium pupils.</p> <p>Cost: £ 0 Internal CPD</p> <p>Allocated use of protected SENDCo time to monitor and challenge individual pupil PP/ SEND provision, ensuring all targets are SMART and reviewed half termly.</p> <p>Cost: £8 736 SENDCo targeted support</p>	<p>Staff Appraisal Internal data scrutiny</p> <p>37% of Pupil Premium pupils are on school SEND register</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Teaching & Learning Toolkit</p> <p>1.0 day week SENDCo time allocated to manage PP / SEND provision</p>	<p>6 7 8</p> <p>2 3</p>
<p>EYFS GTA to deliver and support colleagues in facilitating targeted Early Years intervention and booster sessions, focusing on early learning (e.g. speaking & listening; reading; mark making; mathematical skills, and knowledge & understanding of the world).</p> <p>GTA support 2 hours per day EYFS Cost: £5 089</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF Teaching & Learning Toolkit (oral language interventions) EEF Teaching & Learning Toolkit (small group tuition)</p> <p>EYFS Baseline data Little Wandle Baseline and Autumn 1 Assessment</p>	<p>1 4 5</p>
<p>Pupil Progress meetings looking at internal progress data Monitoring of Pupil Premium class lists</p> <p>Cost: £0 Professional Development Meeting Time part of directed time.</p>		<p>1 2 3 4 5 6 7 8 9</p>



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£2 640 Supply cost 6 x2 days to cover SLT Teacher meetings		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 58 259

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 1 GTA support to provide targeted Early Years intervention and booster for those pupils who did not achieve GLD</p> <p>GTA support 2 hours per day EYFS Cost: £ 5 011</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF Teaching & Learning Toolkit (oral language interventions)</p> <p>EEF Teaching & Learning Toolkit (small group tuition)</p> <p>End of Year 1 Core subject data July 2024 & July 2025</p>	<p>1 4 5</p>
<p>Allocated use of protected Y6 Teaching time to monitor and challenge individual pupil PP MPS teacher time allocated to deliver bespoke 1-1 tuition 25 days</p> <p>Cost: £5 600 targeted support</p>	<p>0.5 day @ week for 30 weeks allocated deliver targeted Y6 1-1 / small group tuition PP / SEND provision.</p>	
<p>KS1 and KS2 GTAs to deliver daily intervention for Trinity Target Pupils. To include EAL support and booster sessions, focusing on Fast Track tutoring and rapidly</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF Teaching & Learning Toolkit (small group tuition)</p>	<p>1 2 3 4 5 6 7</p>



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<p>delivering bespoke English Grammar Punctuation & Spelling programmes</p> <p>GTA dedicated support time 1 hour per day per class</p> <p>Cost: £50 115</p>		<p>8</p> <p>9</p>
<p>Facilitate effective interventions through TA support.</p> <p>GTA interventions</p> <p>Total hours 195</p> <p>Cost: £2 544</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Teaching Assistant Interventions</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11 008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Practitioner to ensure that all Pupil Premium children on the SEN Register, Vulnerable Watchlist- or with identified SEMH needs- have access to Thrive interventions.</p> <p>2x Thrive Practitioner 6 hours a week.</p> <p>Cost £6 060</p>	<p>There's a clear link between children's mental and physical wellbeing, and their attainment. A whole-school approach to mental wellbeing, involving teachers, pupils and parents/carers working together can impact significantly on pupils' wellbeing, behaviour and learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF Teaching & Learning Toolkit</p>	<p>3</p> <p>10</p>
<p>Provide a programme of Parental workshops in school.</p> <p>Cost: £0</p>	<p>Approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning</p>	<p>10</p>



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	<p>activities. Teachers, pupils and parents working together can impact significantly on pupils' wellbeing, behaviour and learning.</p> <p>EEF Teaching & Learning Toolkit</p>	
<p>Hub Club lunchtime club) to provide mentoring, problem solving engaging activities for vulnerable pupils.</p> <p>GTA 5 hours a week Cost: £2 505</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>EEF Teaching & Learning Toolkit</p>	
<p>To raise the profile and recognise attendance and punctuality using positive Everyday Counts Strategies.</p> <p>Ensure First day response for absence of Pupil Premium pupils with attendance below 96% and persistent absenteeism.</p> <p>Office Manager 2 hours a week Cost: £956</p>	<p>Poor attendance is known to lead to less positive outcomes with children and young people missing out on learning and access to specific support where this is needed.</p> <p>Attendance data scrutiny</p>	9
<p>Provide full funding for school visits, including residential visits in Y6.</p> <p>Provide free places in our afterschool clubs for all Pupil Premium pupils.</p> <p>Cost: Residential subsidies: £5 000</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	10
<p>To facilitate Little Heroes Club for service pupils to provide mentoring, problem solving engaging activities.</p> <p>GTA 2 hours a week Cost £1017</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF Teaching & Learning Toolkit</p>	1 10
Total		£90 262



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2024 / 2025 Some data redacted to avoid pupil identification							
End of EYFS (8 pupils)							
	Reading Summer	Writing Summer	Maths Summer	Reading Target	Writing Target	Maths Target	GLD Target
Not ELG							
%	25	25	25	50	50	25	
ELG							
%	75	75	75	50	50	75	
Not GLD							
%	38						50
GLD							
%	63						50

Key challenges:

- 38% of PP pupils are on the SEN Register with a further 13% highlighted for SENCo review. All pupils who did not achieve GLD or identified ELGs are on the SEN register and have EHCARs in process.

Evaluation:

- PP pupils GLD 63% - not PP 69%
- Service 67% GLD
- National average 68%
- PP end of EYFS ELGs reading 75%, writing 75, maths 75%
- PSED limiting ELGs – all pupils who did not achieve PSED ELGs are on SEN register and either in process of EHCP application or evidence being gathered for ECHAR by SENCo.
- **Provision for pupils who did not achieved specific PSED ELGs or GLD:** additional, ongoing EYFS provision; additional full-time TA in Y1 class; additional phonics sessions (2 per day); 1-1 Thrive sessions



Key Stage 1

Key challenges:

- High number of PP pupils on SEN register: 47% of PP are on the SEN Register with a further 21% highlighted for SENCo review and 6 EHCPs in place. This is posing a significant barrier to their attainment.
- 14% of PP pupils are EAL pupils with no English on joining – these pupils have made good progress, but this is reflected in their attainment.
- 53% of PP are service pupils – 43% of these service pupils are also on the SEN register.

Evaluation:

- KS1 PP pupils exceeding their targets for reading 60% vs 58%, matching for writing 53% but slightly below for maths 58% vs 63% (this remains an area of focus).
- KS1 PP pupils' attainment well below that of their non-PP peers: reading 44% / 81%, writing 44 / 78% & maths 47 / 78%.
- KS1 Service pupils' attainment below that of their peers: reading 61% / 81%, writing 57% / 78%, maths 61% / 78%.
- There has been a reduction in number of pupils at 'Below' or 'Working Towards' for all core subjects (reading, writing and maths) throughout the year.
- Y1 Phonic Screening Check – All pupils (30 pupils) 67% passed; PP (16 pupils) 50% passed – of the 50% pupils who did not pass, 63% are on the SEN register & 50% are EAL (13% SEN & EAL) having started school after the start of their Reception year.
- Y2 PSC recheck – All pupils (10 pupils) 90% passed; PP (6 pupils) 100% passed
- Intensive phonic intervention in place for those pupils who didn't pass PSC in Y1
- Clear identification of need and specifically planned interventions led by SENCo.
- Attendance of PP pupils 94% - improvement on previous year (non PP 95%). Close attendance monitoring for all pupils with a sharp focus on PP pupils.
- Thrive practitioners trained to deliver 1-1 sessions as identified by class profiling.

Key Stage 2

Key challenges:

- KS2 72% pupils on vulnerable watchlist are PP 62% receiving support from outside agencies (including social care)
- KS2 29% of PP pupils are SEN
- Y6 PP pupils 61% of these also SEN with high need
- Y6 in year mobility 6 new pupils & 5 leavers

Evaluation:

- KS2 PP pupils not achieving their end of year targets in core subjects: reading 72% vs 81%, writing 59% vs 65%, maths 69% vs 73%
- KS2 Non PP pupils reading 78% vs 79%, writing 75% vs 79%, maths 80% vs 82%



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- Y6 SATs outcomes: reading 61% vs 91% non PP; writing 52% vs 86% non PP; maths 48% vs 85% non PP.
- Y6 SATs outcomes of PP pupils with no SEN reading 92%, writing 75% & maths 75%
- SEN SEMH need impacts on key cohorts Year 5 / Year 6.
- Multiplication Tables Check Y4: All pupils (55) 27% full marks 25/25; school average score 19/25; 69% pupils over 19/25
 - PP (24 pupils) 29% full marks; 62% over 19/25. PP pupils scoring full marks higher than their peers and marginally lower in those scoring higher than year group average.
- Attendance of PP pupils 95% improvement on previous year (non PP 96%). Close attendance monitoring for all pupils with a sharp focus on PP pupils.
- Refugee / EAL has negative impact especially on Y3 & Y4 data
- Clear identification of need and specifically planned interventions led by SENCo with earlier identification and setting/reviewing of targets.
- Thrive practitioners trained to deliver 1-1 sessions as identified by class profiling.
- Combined interventions led by specifically trained staff e.g. phonic intervention groups across KS2
- Focus sharply on PP pupil provision in pupil progress meetings with SENCo present.

End of key Stage 2 specific outcomes

	Cohort Size	Reading ARE (GD)%	Maths ARE (GD)%	Writing (GD)%	GPS (GD)%
All PP	23	61 (22)	48 (9)	52 (9)	65 (17)
FSM		54 (15)	48 (8)	46 (0)	62 (8)
Service		73 (27)	64 (9)	64 (18)	73 (27)
PP & SEN		27 (9)	18 (0)	27 (0)	27 (0)
FSM & SEN		29 (0)	29 (0)	29 (0)	29 (0)
Service & SEN		40 (20)	20 (0)	40 (0)	40 (0)
PP no SEN		92 (33)	75 (17)	75 (17)	100 (0)